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ABSTRACT

This book examines the experiences of four Mexican children in American middle schools struggling to learn English. It discusses policy and instructional dilemmas surrounding English language education for immigrant children. Using analysis of the children's oral and written language and examination of their classrooms, schools, and communities, the book addresses difficulties surrounding English as a Second Language (ESL) teaching and learning. An introduction, "Immigrant Children in Schools," describes the study. The first three chapters examine: (1) "Immigrant Children and the Teaching of English" (educating English language learners and acquisition of English in classroom settings); (2) "The Town, the School, and the Students" (new immigrants at the middle schools, middle school ESL programs, and challenges and realities); and (3) "Teaching English at Garden Middle School." The next four chapters highlight the four students: (4) "Lilian," (5) "Elisa," (6) "Manolo," and (7) "Bernardo," examining such issues as: the classroom, starting out, access to English at school, sheltered classes, student progress, and looking to the future. The book concludes with (8) "Learning and Not Learning English" (policy and practice implications, effective schooling for immigrants, politics of teaching English, and toward a critical pedagogy in ESL). (Contains 137 references.) (SM)

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